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ABSTRACT

Those involved in mass media and adult education in the Third World, including researchers in education, communication, and instructional technology, operators of mass media programs, and national policy makers, should regard themselves as change agents. In order to function effectively as such they must understand the methodological aspects of radio, film, and television at the levels of techniques, design, and policy. A system approach to the media which includes consideration of economic, ideological, socio-cultural, political, demographic and technological factors in conjunction with learner traits and objectives and instructional characteristics is the most useful organizing principle. In order to effect social change, media personnel must learn their tools, understand the media, focus on the message, produce their own programs, maintain pluralism, remain close to the culture, administer programs carefully, and follow up messages with social action. Researchers should concentrate upon reading available research, achieving efficient division of labor, and giving priority to research on the impact of media upon social behavior. Given all this, the mass media will be powerful tools for adult education. (PB)

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Second UNESCO/LIRSMA International Seminar on
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MASS MEDIA IN ADULT EDUCATION: METHODOLOGICAL ASPECTS OF MEDIA UTILIZATION AND OF MEDIA RESEARCH

By H.S. Bhola*

I propose, as I have indeed reasoned before with other such groups in other places, that as educators, field workers, and communicators we revise our self-concepts and our professional identities; also that we do not fail to place in perspective events such as the present Seminar that has brought us together in Lucca. I am suggesting that we look at ourselves as change agents, as interventionists in the lives of individuals and of communities, promoting diffusion of new ideas, newer attitudes and innovative patters of living, relating and working. I am suggesting, that is, that we revise our self-concepts from those of pedagogues to social revolutionaries, from those of film makers and broadcasters to culture-makers. This process of reintegration and of becoming should give us both a sense of pride and a feeling of responsibility because our potential is

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great both for good and evil, education and manipulation.

We should also bring to bear on this Second UNESCO/LIRSMA International Seminar a historical perspective and that should give us all a sense of modesty. While we continue our deliberations arguing and elaborating on the role of communication media in out-of-school education and in cultural development, let us remember that we are not inventing the media; we are not making the fresh discovery that communication media can be used in education and for the cultural development of the peoples. We are not the first group of people to sit down to take stock of how media have been used in education and socialization, to suggest strategies for media use for greater effectiveness or to discover gaps in our knowledge of media and to make research proposals for filling those gaps.

Mass media have been in use in education, information, and entertainment all over the globe, radio and film now for decades, TV more and more since the 1960s. While these mass media have been used, they must have been used according to some method. Again, whatever the method employed these media did make impact on the communities that were exposed to these media. Most analysts of mass media influence on communities and societies have suggested, before us, that this impact has been far-reaching, somewhat baneful and that we should be careful while playing with these toys that can be at the same time attractive, impactful, and dangerous. Again, these analyses have not been all impressionistic or totally speculative. Lot of what is being said about media design, media utilization and media impact is based on some research, at least some systematization of experience of working with mass media in education and extension.

The point should be made that considerable attention has been given before us both to the pedagogy of media and to media research. What is available on the subject in print is certainly sizeable. Unesco, a co-sponsor of this Seminar has itself published an impressive set of monographs and books on the subject.[1] An inquiry with America's ERIC[2] should deliver a big harvest of information on media theory, research, and methodology.

What should be the objectives of a Seminar like the present one? What should be its special contribution?

A Sufficient Agenda

The perspective brought to the actions planned here for this week should not give us feelings of letdown or of despair but of realism and authenticity. If not the pioneers on a new frontier we can and should be one of the groups of sturdy settlers who followed to settle down to the difficult and arduous business of living.

It should then be the business of this Seminar to articulate and to disseminate the concerns, and possible approaches to those concerns, in the field of mass communication media in out-of-school education and cultural development. Men need reminding oftener than teaching; and movements need renewals oftener than inaugurations. This Seminar should remind the fraternity of out-of-school educators and of communicators that they are partners in a significant movement that pervades the whole of the post-colonial world; engaged in the total transformation of the lives of these marginal, yonder, forgotten peoples who are alive in our times but who are not our contemporaries. For this reason let us make practical, action-oriented recommendations and let us disseminate them widely for reinforcing commitments that might be flagging and to regenerate momentum that may be beginning to get lost.

For those of us who are here the Seminar should be a significant learning experience. We should learn from each others experience and from each others special perspectives. Let us share stories both of our successes and of our failures but let us go beyond storytelling and mere conventional wisdom. Let us conceptualize, and theorize for that is the only way to put legs and wings on ideas for them to have significance across projects, across countries, and across continents.

Some Definitions and Delimitations

Elsewhere[3] I have defined adult education as "education that occurs when

(a) adult men and women

(b) voluntarily participate

(c) in programs of education, adjustment, and growth

(d) generally in out-of-school settings

(e) using appropriate methods and materials."

The above definition should suggest that making a distinction between adult education and out-of-school education would be difficult and will have to be an exercise in arbitrariness. In our particular case the definitional problem, fortunately, is not crucial. In trying to deal with the methodological aspects of mass media utilization and of mass media research within the scope of this paper we have to operate at a general level where fine distinctions are unnecessary. While we would take our examples from programs of rural development, health extension, family planning and agriculture, the remarks will apply to all out-of-school situations where teaching is part of the intent.

The attempt to define mass media for the purposes of this paper is, however, important. The Lucca Seminar of October 1972 in which preparations for the present Seminar were made worked with the term communication media and then defined communication media as including the following:

(i) the mass media (radio, film, and television) whose common characteristic is that they may be consumed by any one in the mass public, irrespective of whether he or she is literate or not;

(ii) the print media (which no doubt are also mass media but can often be discussed separately) consisting of periodical publications, paperbacks, and low-cost books, wall newspapers, which, though they may be illustrated, do require some degree of literacy for meaningful consumption; and

(iii) the modern audio-visual teaching aids such as flannelgraphs, flashcards, slides and filmstrips, tape-recorders, overhead projectors, photographs and graphics; and programmed materials such as self-instructional books and manuals.

In this paper we will discuss only the mass media--film, radio and television. Some further delimitations may also be in order. For instance, we will target our remarks on media utilization and media research to situations in the Third World. We will be addressing our remarks to governments and mainstream institutions though what follows may be equally useful to counter culture groups and advocates of some unpopular causes. Again, while media may educate when they merely intended to entertain; and while media messages targeted to one group for their instruction may be received by an

unsought group we will be focussing on formats where mass media are used with instructional intent with groups or publics consciously sought.

I

METHODOLOGY OF MASS MEDIA UTILIZATION

Methodology itself can be discussed at various levels of sophistication from technique through design to policy. We can talk of the methodology of the use of film and give the oft-repeated advice: preview, plan, present, discuss, review and evaluate. We can, again, talk in terms of how to arrange the room, where to place the projector and the screen and what else to do to optimize viewing conditions. Similar suggestions can be given about use of TV or radio. There is a body of available techniques for using film, radio and TV effectively and those who work with these mass media in educational situations should be aware of those techniques.

But methodology could more usefully be discussed in a group like the present one at the level of design: the problem of logic and organization in relating mass media with desired social ends within a particular set of economic, social, political and cultural contingencies. Instructional design or instructional development is indeed the most important problem of methodology involving a mix of understandings about media, learners, settings, and objectives.

Finally, methodology can be discussed at the level of policy. Norms and principles established by a society to guide use of mass media in adult education are problems at the same time of methodology and policy.

Some Aspects of the Methodology of Media Utilization

Methodology is the science of methods. Methodology, however, can not give us the method of doing things, in our case the method of using mass media in adult education. It should indeed suggest the contrary, that is, there is no one method for using any one of the mass media; the method chosen must be relative to the instructional intent and to the social and cultural setting of teaching-learning. Methodology can be seen to have many different aspects which should determine not only the choice of one medium rather than another (film not radio, radio not TV) but also of one method from a battery of methods and techniques available for the use of the medium chosen.

Economic. The economic considerations in the choice of the medium and in the selection of the method of using that medium may be overriding. TV is expensive to introduce in a country or a region, TV programs are expensive to produce and TV sets are expensive to buy, often within the means only of the middle or the upper-middle classes in the developing world. Undoubtedly, community sets can be installed but that also costs money. Again, Third World Governments neither have the money nor the technicians to establish and run a maintenance network to keep the community TV receiving sets working considering that they had the money to put them there in the first place.

Radio is less expensive to install in a country and has a wider reach than TV. Program production costs much less. Radio receiving sets are cheaper and sturdier. The transistor has revolutionized the radio world. Radio does not need the electricity or a heavy cumbersome battery it used to and has become really mobile. The radio can go through the eye of the needle! However, even here, once the radio has been selected as a medium of mass communication, economic considerations would come in to impose constraints

on methods in radio utilization for maximum effectiveness. Organization of radio forums to go with radio broadcasts, for example, may not be possible for there may be no money to train and retain leaders and monitors to conduct such forums. There may be no money for publishing the follow-through booklets to go with the otherwise ephemeral broadcasts and in some cases there may be no infrastructure for books to get printed and sent by mail to those who may need to work with them.

Ideological. Ideological considerations may also enter the choice among mass media to be used in a society. A country committed to an egalitarian ideology may decide to give radio to everyone now rather than TV only to a few around the city or even in a particular development region. (Radio is somehow more egalitarian than TV. It also is more free. While a TV receiving set may often catch nothing else than the programs of its own country, the radio often can receive signals from places farther away, especially short wave radios).

Socio-Cultural. There could conceivably be socio-cultural aspects to the choice of media and to the methodology of media utilization. A culture may be what anthropologists and students of communication have called an oral culture and may have no strong pictorial and visual traditions. This may lead to the choice of one medium over another--radio over film or TV. (I have never seen this happen though anywhere in the world. Media-influentials leave these questions about cultural parameters to be asked by others ex post facto and often want nothing to do with social science mumbo jumbo. Also no society is willing to accept any weaknesses in their tradition and culture--oral or visual, philosophic or erotic!)

At a more practical level a culture may not be a preponderantly literate culture which means that printing and distribution of booklets

related to radio broadcasts will not be part of our methodology of radio utilization in education or extension. Or the culture may have different orientations to pictures and images which would often mean teaching communities new ways of perceiving, a different visual idiom, our kind of visual literacy!

Political. Political considerations also enter in the choice of media and of strategies of media utilization. A country may get into TV just because the neighbouring country, a political and ideological adversary, got into TV, or because a strong donor country, an ally in war and peace, gave it a TV system. Or a country's government may work with radio and TV but not with film because historically films have been part of the private domain and it is politically too sensitive to try to change that. On the other hand, radio and TV, historically, may have been with the government and he government thereby may find itself working witn these media.

In the choice of particular techniques and methods of media utilization, again, political considerations may enter. Some may use media as messages to be given to viewers to be absorbed by them, if possible, fully, uncritically, even gratefully. Others may want to follow Freire's Pedagogy of the Oppressed[4] and may want to use film, radio or a TV broadcast for conscientization of the groups they are working with.

Demographic. Demographic aspects of a culture may determine, again, what media will be used and how. The selection of radio in Australia as a medium of education and the establishment of a well-functioning two-way network is a methodology that is essentially demographically determined. The Dutch had demography, as does Malawi, in their favour to establish an instant TV network on a national scale. India because of its size and demography had to plan in terms of satellite TV to serve only part of

its population during the first phase of five or more years.

Stratificational. Related with the demographic is the stratificational in a pedagogy of the media. In a traditionally stratified society it may not be possible to mix people from different castes to make functional community viewing groups. In some places it may be constraints of sex, in others of race. Involved here are problems not only of mixing people as viewers but also of making them all to identify with one particular role-class-status image as it appears on the screen or as it comes through on the radio.

Technological. Lastly, there are technological aspects involved in the choice of both the media and the methods and techniques of their utilization. TV requires a higher level of technological base in a country than does radio. Also radio receiving sets, with the transistor-based electronic revolution behind us, are much more practical than TV sets. Some places in the world have been completely bypassed by the printing technology and posters, diagrams, and booklets needed to build instructional packages around selected programs are impossible to print.

The preceding discussion of the aspects of methodology should indicate that particular methods and techniques are not sacred, or guaranteed to work everywhere. They have to be relative, relative to the situation of teaching-learning. Methodology is the art of the possible within a particular set of conditions. Methodology is also value-based. Some methods may be effective but manipulative; other methods may be educational but time-consuming.

Systems Approach to Methodology of Media Utilization

If the choice between particular techniques and methods of media utilization must be relative to situations, is there one, or a set of more than one methodological principles to guide selection, design, and policy?

The answer is in the affirmative. The systems approach provides us with that general organizing principle.

In common-sense parlance systems approach implies understanding the general principle that in life all things and processes relating to things are interrelated and interdependent. The outside and the ultimate system is the cosmic system, within it an infinity of molar, and molecular systems in a complex network of interactions. A society or a community could be seen as one of those infinite systems with its own overlapping subsystems--economic system, status system, elite system, communication system, and instructional systems.

At one level, the systems approach would suggest that methods must be developed within a matrix defined by economy, technology, politics, culture, and ideology as parameters. That is, all the considerations discussed in the previous section on aspects of methodology should be considered in the development of methods.

At another level, the systems approach would suggest that techniques and methods must emerge from an interaction of (a) learner objectives, (b) instructional materials and their characteristics, (c) learners, and (d) settings of learning.

The systems approach is an excellent organizing principle since it enables us to do all of the following:

1. It helps us to discuss methodology along all points of the methodological continuum from technique through design to policy. Since choice of techniques, and considerations of design must be evaluated in terms of the systemic realities, questions of policy will invariably come

within our purview.

2. It liberates us from an obsession with particular methods and from blind acceptance of one tactic against another. It enables us to acquire an orientation of relativity to methodological concerns in given instructional situations.

3. It helps us to get out of our particular narrow orientations--as media men, adult educators, as sociologists, anthropologists, or economists--and forces us to look at learner motivations, socio-cultural settings of learning, media, content of messages, and long- and short-term objectives, all in relationship to each other.

4. It enables us to assign instructional tasks appropriately to different media, and enables us to work towards building message systems and packages of instruction.

5. It enables us to think in terms of delivery systems for messages carried on different media, often discovering needs to administer messages to clienteles and not merely disseminate them through broadcasting.

6. Finally, it not only helps relate methodology to objectives it also enables us to take cognizance of competitive and contradictory messages within a system that might be dissipating or neutralizing the impact of our own messages.

Mass Media and Social Change

In the beginning of the paper we started with the exhortation that communicators, educators and extension workers should look at themselves as change-makers. If that statement has to be more than a mere morale-booster to be only used in prologues, our actions must reflect our aspirations. That is, the methodology of mass media must be linked with the methodology

of adult education which in turn must be linked with the methodology of planned change, innovation diffusion and development.[5] (See figure below.)

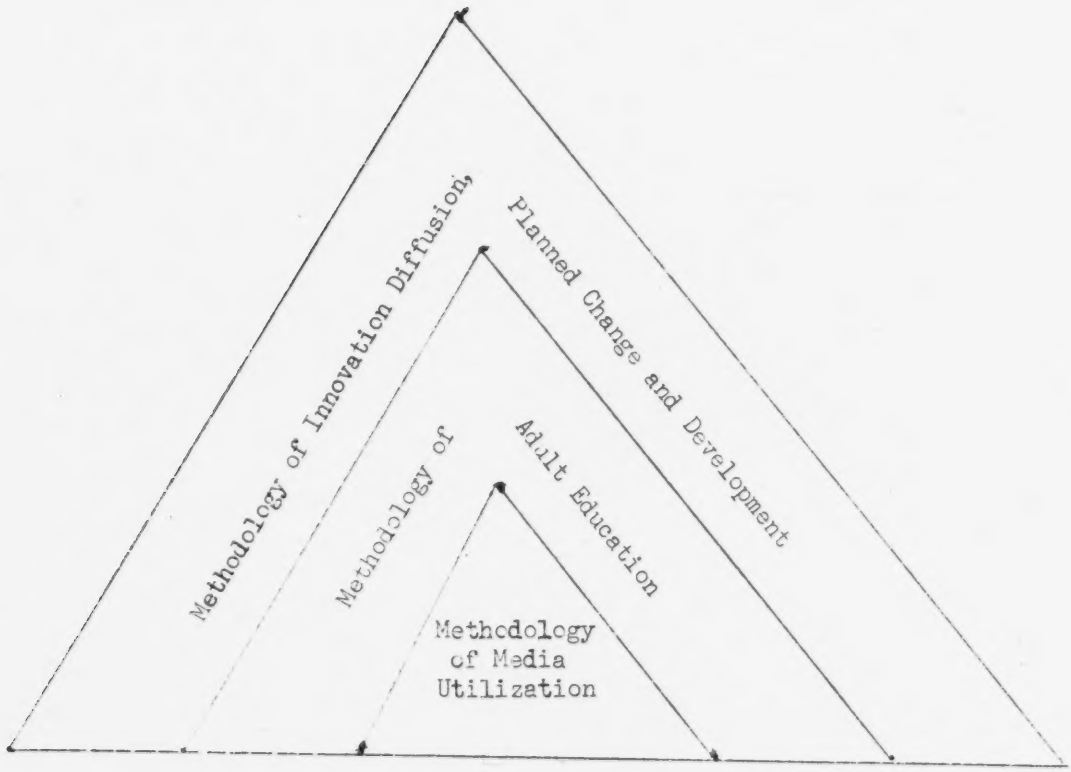

Figure. A model suggesting an integrated methodological approach to mass media utilization for social change.

Methodology without intent is blind; as intentions towards social transformations that are uncongnizant of social realities are either foolish or criminal. The above model should enable the mass media user to focus on the whole array of relevant questions before he begins to develop answers and invent solutions: What are the objectives of the project built around media use? What are the specific characteristics of mass media available and whether the media can carry the burden expected of them? What are the learners like and how will they relate with both the medium and the message being communicated through the medium? What is the socio-cultural setting of the learners? Can special structures, settings and configurations be created, first for learning, and then for application of what has been learnt? Do sufficient linkages exist between teachers, media men, learners and local leaders? Which linkages might have to be strengthened? What new linkages might have to be created? Is the environment supportive of what is being disseminated? Can special set of environmental conditions be created that will make the diffusion of innovative ideas more probable? Do individuals and communities have the conceptual, institutional, material, personnel, influence and time resources to be able to adopt the new ideas and innovations, new patterns of life, work and politics that are being proposed?

We can discuss these various questions only selectively and briefly in the following. We do so by making some methodological recommendations in the use of mass media in adult education.

If the advice of the preparatory Lucca Seminar of last October was heeded in the organization of the present Seminar we have here today a very comprehensive representation of (1) operators and implementers of programs

using mass media in out-of-school education; (2) researchers and students of communication, instructional technology and education; and (3) administrators and policy makers both from executive and legislative sectors with broad based national and institutional representation. And if that is the case my task is difficult indeed. It is difficult because these different groups of people would be interested in different types of issues, would be interested in different kinds of details, at different levels of discourse, would feel comfortable with different kinds of language, and would want to relate ideas to different social and institutional contexts.

Naturally, the discussion will be on a general level using a shotgun approach. As will be seen, the recommendations extend from the use of tactics and techniques through instructional design to policy:

1) Learn the Tools

It is important, of course, for users of mass media in adult education to know their tools. The user should be able to operate the film projector, unhinge a screen, make the group of viewers sit down within the line of vision, and be able to tune in a TV receiving set. These are not the aspects we can get into here, within the scope of this paper. We do like to indicate, however, that there are hundreds of manuals available that deal with radio, film, and TV at this level; and indeed the manufacturers' instructions included with the equipment themselves are often extremely helpful.

2) Understand the Medium

The adult educator wanting to use film, radio, or television in adult education programs or in teaching health, nutrition, or family planning to adult groups must understand the potentialities of the medium he choses to

use and the possibilities of using different media together. Some of us might be aware of discussions by Marshall McLuhan of the nature of TV, a cool medium, and of the radio, the new tribal drum. While we may not agree with him that medium is the message, we must accept the thought that medium must have a message and that all messages cannot be appropriately carried by all media. The radio may be able to build an emotional climate for smaller family units by dramatizing the message but only TV may be able to show skills in cooking, in cleaning the baby, in preparing a cotton field or even for inserting an IUCD device.

3) Focus on the Message

Related with the preceding is the methodological consideration that adult educators using mass media should not have media-centered orientations, but message-centered orientations. Films or radio broadcasts or television do not do adult education. It is the messages carried on film or radio or television that do adult education. Again, for the media to serve your adult education purposes they must carry messages that are yours. We should avoid what I have seen us do, again and again, in developing countries: to equate adult education with showing films, and then showing any kinds of films. Many adult educators using media end up showing films borrowed from the British Council, the USIS, or the Russian counterpart of these agencies. Some of these films may be good, entertaining interludes, but no one can build a national adult education program on entertaining digressions.

4) Produce Your Own Programs

This is a methodological suggestion to policy makers. Programs put on radio, on film, or television should be produced within the country. It

is pitiful to see the same programs that are supposedly entertaining in Chicago suburbs or in the megalopolis of California being re-run on Bolivian television and on TV in Kenya. It might not be an extreme measure, in fact, to ban all foreign programs from outside the country for the first 10 years of the introduction of TV in a Third World country even though it may mean only 2 hours of broadcasting every day.

Policy makers must also devise strategies for using the resources that already exist within the country. Most countries already have radio broadcasting and they should use radio broadcasting in education to the utmost capacity while they wait for a film industry to develop and for television to make its debut. Again in some countries there already is a strong film industry, as in India and Egypt, as well as an elaborate network for production of documentaries. These should also be used for adult education.

5) Work for Pluralism in Media

Commercialization of media in the style of America and some of the European countries does not seem to have worked for the underdeveloped world. We should, therefore, stay away from private ownership of media especially of TV now being introduced. However, the opposite situation of a governmental monopoly of media is equally unfortunate. Third World countries should experiment with independent corporations like the English BBC and even within that format build pluralism by making different public corporate groups responsible for different production studios and media channels.

6) Produce Closer to the Culture

This, again, is a methodological consideration which, like 4 and 5 above, has a policy orientation. Each country should not only produce its own mass media programs, but they should produce most of their programs in the field, not in the studio. This will bring the media subculture closer to the culture of the nation. It will also create conditions for local participation for groups rather than create a star system studded with well-formed young ladies and diapered young men from the city. It will also generate newer modes of expression relating the new media modes of expression with the old folk modes of expression.

7) Administer, Don't Just Disseminate

What is heard on the radio is not always understood; what is seen on television or film is not always incorporated. Where the intent is to teach and communicate effectively, it may not be enough merely to show or broadcast--it may be necessary to administer the message to client groups. This would mean creation of film-clubs, tele-clubs, radio forums, and other discussion groups run within communities under trained monitors and leaders. Depending upon the ability of a monitor these clubs may accomplish results ranging from explication of messages to social transformations.

8) Go from Communication to Incorporation

It is not enough to make the message and to communicate it. It is necessary also for the message to be incorporated within individuals in the community and installed within the existing socio-political and economic structures. This would mean that the adult educator must relate

his message to the influentials in the community: to mothers-in-law perhaps in case of family planning; the traditional village doctor in case of nutrition and health. The adult educator must relate the new behavior to an incentives and reward system and create one if none exists. Lastly, he must reconcile the message and its implications with existing social, economic, and political interests.

9) <u>After Words, Produce Things</u>

Words are not enough in communication or in adult education. After effective communication of messages and successful interventions in social structures we may still need <u>things</u>. The adult educator, cooperatively with other agents and agencies, must supply drugs for the village clinic, DDT for spraying the malarial cesspools, fertilizers for fields, contraceptives for mothers and fathers who got persuaded.

II

METHODOLOGY OF MASS MEDIA RESEARCH

The definitions and delimitations elaborated in Section I on the methodology of "media utilization" apply to the present section on the methodology of "media research." Here, again, the discussion on methodology must span the whole gamut of research tactics and techniques through research design to research policy; and, again, the discussion must be at a general level for we neither can nor should attempt to write a manual on research design and research techniques in mass media research all within the scope of this paper.

Sociology and Politics of Research

It is not far-fetched at all to talk of the sociology and politics of mass media research. Action oriented people look at researchers as a mooneyed impractical breed of people who want to wait years before every small action is planned and taken. Researchers on the other hand look at influentials, managers, and implementers as people in indecent hurry who should at least spend one percent of the money they throw away on impossible projects in designing better ones. Finally, it is those interested in media who sponsor media research and it is hardly ever seen that mass media researchers would ask planners and policy people to throw media out of the window or even dare them to look at their hidden agendas in the use of mass media in indoctrination.

Looking at mass media research from the point of view of projects or countries in the Third World there are various constraints that would apply further to the conduct of mass media research. First, in economies of scarcity research is not always something attractive. They "know" mass media can do some things very well and they "know" there will be some problems. But they do not want to postpone the opportunity and fail to face the challenge. Mistakes must be made, sacrifices must be given. Available money is put in action rather than in research. In some cultures research would be rejected on ideological grounds as pastime of rich nations who themselves proceeded in media use without the benefit of research but now want to use the developing countries as their guinea pigs. In some cultures trying to build knowledge about social processes may not be rewarded at all, and in others, the elite may want to hide the impact of media rather than bare it, for their own political ends. Some countries, socially and ethnically, may be so much like one another that they may be able to learn from the

experience across the border rather than proceed to research the same questions over again.

Finally, research needs researchers, and researchers need long and sophisticated training in the methodology of inquiry. Most developing countries do not have that kind of manpower that could undertake any significant research effort in mass media field.

The Systems Metaphor in Mass Media Research

The systems metaphor, as in the case of methodology of utilization, can be useful in the area of research methodology and policy. First, it can be used to generate appropriate questions which could be tackled by researchers not only to advance knowledge but also action in the area. Also a research policy could be designed using the systems approach in relating priorities to available resources and to social contingencies.

At another level (if evaluation was emphasized instead of research) the systems approach could be used to develop an evaluation system to provide the needed feedback to policy makers and media users to enable them to retool policies and procedures to get the most out of media use.

As we did in the case of methodology of media utilization we will make some recommendations in regard to the methodology of media research. Here, again, as in the pedagogical section recommendation will cover the continuum from techniques through design to policy.

1) Read Available Research. This might seem like a very simple-minded recommendation, but it is not. One will be surprised to know how much research is already available in the area of mass media and their use in education.

The ERIC system's Research in Education for April 1973, for

example, included 8 research reports on adult education, 10 on media and 35 on communication. Titles included the following:

Staff Study on Cost and Training Effectiveness of Proposed Training Systems (ED 070 271)

Cable Television in Education (ED 070 265)

Improvement in Television Sound (ED 070 264)

Current Status of Domestic Satellites for Television Network Distribution (ED 070 269)

International Education and Alternatives for Educational Development (ED 070 711)

The Work of the Television Journalist (ED 070 077)

Television for the Deaf (ED 070 266)

Bibliography for a Research of the Literature on Nonverbal Communication and Its Application as Related to the Study of Black American Nonverbal Communication (ED 070 108)

Communication, Law and Justice (ED 070 122)

A Descriptive Study of the Use of PROANAS: A Computorized Technique for the Analysis of Small Group Interaction (ED 070 114)

A Future of Communication Theory: Systems Theory (ED 070 129)

Message Organization and Information: A Study of the Measurement of Human Information Processing (ED 070 116)

Silent Messages (ED 070 130)

The Value System-- A False Prophet for Intercultural Communication (ED 070 121)

Satellite Networks for Education (ED 070 273)

The companion review of research, also from ERIC, and titled Current Index to Journals in Education during the same month (April, 1973) reported the following studies:

The Impact of Cable TV on Adult Learning (EJ 067 604)

ERIC: Role of Computor in Adult Education (EJ 067 724)

Prelude to 2001: Explorations in Human Communication (EJ 067 617)

Research Studies in Scientific Communication: IV (EJ 068 929)

A good research strategy in many countries would be to buy the media researchers as well as implementers of media projects subscriptions to ERIC research abstracts. Knowledge is a commodity; it can and should be imported as are typewriters, tape-recorders, nylons, canned ham and whiskey. Why not import research?

We further make the related suggestion that we systematically extrapolate the results of available research to our Third World situations, accept what holds in our conditions, and replicate the research which might seem too culture-bound. Unfortunately, most researchers want to do original research and, therefore, don't even want to find out if the question they are excited about has been studied at all; if so, where, and with what results. We must work hard to make extrapolation and replication honest and respectable research tasks.

2) Get Division of Labor

I recommend that a division of labor should be developed in regard to the research effort. Organizations like Unesco should specialize in sponsoring research by others and when they do undertake research in-house, should limit themselves to surveys and status reports. Basic research on perceptions, images, even massage design should be left to the universities that have the competence and the resources.

The implementors and field workers should emphasize research that can best be described as evaluation and development. That is, they should build "feedback systems" both for production and design of their media messages and to evaluate the impact of their messages on the lives of individuals and communities.

3) Give Priority to Research on Impact

Research on impact of media in the Third World should have top priority. We must know what the media are doing to communities in the short-run and in the long-run, and while we discover the intended and the unintended consequences of our messages on communities we should be ready and willing to restructure our messages or to build messages that are altogether different. All research on production and on presentation should be generated from our research on impact.

4) Innovate in Research Designs

There is a multiplicity of research designs available for use in media research projects. It is not possible here to discuss in any detail the research designs that might be more or less suitable for research on mass media in adult education. We, however, want to bring three monographs[6] to the attention of this seminar which we consider seminal contributions in the area. The first one is already a minor classic in the area and it deals with quasi-experimental designs. The main thesis of this monograph is that field workers cannot, in fact should not, try to create laboratory conditions for researching the questions they are interested in; that they can indeed impose

quasi-experimental designs on field conditions to create knowledge in which not only they themselves but also the research community can place confidence. The second monograph is a book on evaluation which differentiates evaluation from research and suggests various measures for evaluation of programs. In this connection I would also like to bring to your attention one of my own papers entitled" Making evaluation operational in functional literacy programs" which can be used to develop and operationalize evaluation systems for different projects of mass media use in Adult education (ERIC No. ED 064 574). Lastly I would like to bring to the attention of the Seminar a highly readable monograph on the subject of unobtrusive measures. As the name itself suggests this is a monograph on developing tests and measurements which can be used to measure impact without having always to build questionnaires and interview schedules of various kinds. I hasten to add, however, that unobtrusive measures are not supposed to be used in lieu of usually employed approaches, but as interesting supplements of those methods.

Conclusions

Our assumptions have been that mass media should be used in the area of adult education; that while research actually conducted in the Third World context is meager we cannot really postpone action until a thorough enlightenment of media workers. It never has happened in life that action rationally and systematically followed research. The art of living indeed consists in acting on insufficient data. That is not to say that as mass media users we should go ahead full steam, blinded by arrogance, without

sensitivity for communities and cultures we work with. Change by definition must involve disruption but a balance must be struck between social profits and cultural losses, between disruptions and new integration, between rootlessness and new anchors.

In suggesting methodologies of media utilization, relativity has been emphasized. Diversification was the emphasis even in the preparatory Seminar of October 1972 which had stated that with regard to objectives, methods, and techniques we must articulate the idea of "more than one solution" and the need to be responsive to existing traditions of different cultures as we intervene to bring about cultural transformations. We find that not only a good cultural value but a good operational value.

To wit, let us proceed with a feeling for technique, with a sensitivity for culture, and with a sense of history as we work with mass media in communities all over the globe.

FOOTNOTES

1. The following titles issued by the International Institute for Educational Planning of Unesco in 1967 should be of special interest to this group: New Educational Media in Action: Case Studies for Planners--I, II, and III; and The New Media: Memo to Educational Planners.

2. ERIC, as described in a U.S. government booklet, is a nationwide network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating information about educational research and resources. It consists of a coordinating staff in Washington, D.C., and 19 clearinghouses across the country, each responsible for a particular educational area. The clearinghouses process documents, respond to inquiries in their respective areas, and generate related bibliographies and interpretive studies.

   ERIC issues a monthly abstract journal, Research in Education, listing newly funded research projects supported by the Bureau of Research; recently completed research or research-related reports; and other documents of educational significance. Each issue provides document and project resumes and is indexed by subject, author or investigator, and institution.

   Research in Education, its cumulative indexes, a thesaurus of descriptors for use in searching indexes, and other special abstract collections are available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

   Copies of individual documents and special document collections are provided by the ERIC Document Reproduction Service on hard copy or on microfiche - 4 x 6 inch sheets of microfilm with up to 60 images, each representing an 8 x 11 1/2 inch sheet of paper. Michofiche readers, available from many manufacturers, are required to enlarge the easy-to-store images for reading purposes.

   ERIC also supports the monthly publication, Current Index to Journals in Education, which catalogs and indexes journal and periodical research literature.

   For information about the ERIC publications available from the U.S. Government Printing Office, and reproductions available from the ERIC Document Reproduction Service, write to ERIC, Bureau of Research, 400 Maryland Ave., S.W., Washington, D.C. 20202.

   The addresses of the two clearinghouses in which this Seminar may be most interested are:

   (i) ERIC Clearinghouse on Adult Education
   107 Roney Lane
   Syracuse University
   Syracuse, New York 13210 USA

Footnotes (Cont'd)

(ii) ERIC Clearinghouse on Educational Media
and Technology
Stanford University
Stanford, California, 94305

3. H.S. Bhola, "Research Needs in Adult Education," Research Needs in the Study of Education (Uday Shankar and S.P. Ahluwalia, Editors), Kurukshetra: Kurukshetra University, 1968, pages 226-233.

4. Paulo Freire, Pedagogy of the Oppressed. New York: Herder and Herder, 1970.

5. See H.S. Bhola, "The Configurational Theory of Innovation Diffusion," Indian Educational Review, Vol. 2, No. 1, January 1967, pages 42-72. This paper is available also through the ERIC system described in footnote 2 above under ERIC document ED 011 147. Copies may also be obtained by writing to the author at the following address: Prof. H.S. Bhola, School of Education, Indiana University, Bloomington, Indiana, U.S.A. 47401.

6. These three monographs are:

(i) Donald T. Campbell and Julian C. Stanley, Experimental and Quasi-Experimental Designs for Research. Chicago: Rand McNally and Co. 1966;

(ii) Phi Delta Kappa. National Study Committee on Evaluation, Educational Evaluation and Decision Making. Committee Chairman: Daniel L. Stufflebeam, Bloomington, Indiana, Phi Delta Kappa, 1971; and

(iii) Eugene J. Webb and others, Unobtrusive Measures: Nonreactive Research in the Social Sciences. Chicago: Rand McNally, 1966.